

Inspection report for early years provision

Unique reference number	EY398891
Inspection date	15/04/2010
Inspector	Denys Rasmussen

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder has been registered since 2009 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in a house with her husband, adult son and daughter in St Paul's Cray in the London borough of Bromley. The family have a pet dog and snake. There is a fully enclosed garden for outdoor play and the downstairs of the home is used for childminding purposes. The childminder is registered to care for a maximum of six children, of whom three may be in the early years age group at any one time. There are currently three children in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and caring childminder has successfully created a welcoming, relaxed and inclusive environment where children can play, rest and eat in comfort. Children's individuality is recognised and nurtured by the childminder, who has a secure knowledge of their individual needs, interests and abilities. The effective relationships she has fostered both with parents and others, along with her sound understanding of the Early Years Foundation Stage, ensure children are making good progress in their learning and development. The childminder's commitment to relevant training and her ongoing self-evaluation provides a sound basis for her capacity to maintain continuous improvement. The childminder gives high priority to safeguarding children. Her effective policies and procedures ensure children are able to play in a safe, secure and stimulating environment.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop self-evaluation systems to collate all the information into a working document
- improve hand drying provision to reduce the risk of cross-contamination.

The effectiveness of leadership and management of the early years provision

The childminder's effective risk assessment process, along with her policies and procedures, reflect her good practice, which enable children to play safely both indoors and outside. The childminder has a good understanding of her responsibility and legal duties with regards to child protection issues. She ensures the appropriate checks are completed on any person aged over 16 who lives in her household to protect the children she cares for. The childminder is clear about her strengths and weaknesses and adapts and improves her practice after discussion with the children's parents. The childminder has identified that she wants to

develop her self-evaluation systems to collate into a working document. She has attended all the mandatory training and has planned to attend further training to up-date and increase her knowledge. For example, she intends to attend a six week course to increase her knowledge in how to support children with special educational needs and/or disabilities.

The childminder's home is conducive to learning, organised with good quality age appropriate play resources and the children have free access to the garden. The childminder has a good understanding of how to help children to achieve taking into account barriers to learning. She ensures there is no gender stereotyping of toys and activities and that children with special educational needs and/or disabilities are well supported to be able to participate in all activities. For example, she has a pictorial exchange communication system to support children who do not communicate verbally.

The childminder has fostered good relationships with the parents and other professionals involved with the children. She welcomes the parents' views and suggestions when planning activities. She respects parents' wishes in the care of their child and the effective two-way flow of information, which is both written and verbal, ensures consistency. The parents comment that they trust the childminder and value the contribution she makes in their children's lives. They appreciate her good communication by diary, e-mail and daily discussion and the good relationship she has with the children's school to enable information to be shared easily. They comment that the childminder is extremely well organised and that their children have come on in 'leaps and bounds'; 'a childminder who is able to handle any situation with thoughtfulness and maturity'.

The quality and standards of the early years provision and outcomes for children

Loving and caring relationships with the children are evident; the childminder intuitively attends to the children's needs both physically and emotionally, ensuring they feel safe and secure. The children are taught about road safety at school, which the childminder reinforces when they are with her. A child said 'we say good looking, good listening and good thinking' when asked about how she crosses the road. Children are encouraged to adopt healthy lifestyles; for example, incorporating fresh air and exercise as part of the daily routine. The children are offered nutritious home cooked meals and snacks which take into account their likes and dislikes. The childminder encourages children to adopt good personal hygiene routines such as washing their hands appropriately; however, using the same towel to dry their hands presents a risk of cross-contamination. Nevertheless, the childminder protects children's health well by implementing effective policies and procedures and by gaining detailed information about their individual needs before they attend and on an ongoing basis.

The childminder uses her detailed observations of the children to plan for their future learning and development. They are linked well to the areas of learning and presented attractively with photographs for parents' information. The childminder finds out about the children from their parents as to where they are in their

learning and development and their personal likes and dislikes so she is aware of their starting points. She has effective planning systems in place; for example, a spider chart for each month, linking planned activities to each area of learning, taking into account the children's current interests. The childminder ensures she exploits everyday routines to help the children learn. For example, a child proudly shows the shopping list she has written before they went to buy their tea. She explains how much the shopping cost and points to the receipt. The children are very enthusiastic about the activities they participate in with the childminder and explain confidently what they have been doing.

The childminder encourages the children's love of books by taking them regularly to the library and reading to them often. The childminder meets individual needs well, for example, by buying a reading scheme for a child because she was progressing so well and needed more of a challenge. The childminder ensured it was the same scheme used by the child's school. The childminder supports the children's language skills well through conversation, reading and songs and by responding positively to the children's gestures and pictorial communication, praising their efforts at communication. The childminder encourages mark making and uses a white board to scribe for children when they ask, as one child likes to copy words she doesn't yet know. The children talk about their feelings and the childminder responds sensitively. The children learn about how plants grow through discussion, writing about it and growing cress which they later ate in a sandwich. Children are well behaved and care about each other because of the childminder's skilful interaction and respectful guidance. Children's social skills are promoted when they are taken to regular groups. Children's creativity is nurtured through dancing and music sessions, accessing art and craft materials to make their own creations and by the resources and experiences the childminder provides to spark imaginative play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met